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ABSTRACT

This collection, reprinted from the "Harvard Educational Review," is designed to help educators understand how the changing demographics of the college and university students in this country have complicated the manner in which higher education institutions think about what it means to teach in racially diverse classrooms. Part 1, "Racial and Ethnic Diversity in Higher Education," contains: (1) "Diversity and Higher Education: Theory and Impact on Educational Outcomes" (Patricia Gurin, Eric L. Dey, Sylvia Hurtado, and Gerald Gurin). Part 2, "Voices inside Classrooms," contains: (2) "Against Repetition: Addressing Resistance to Anti-Oppressive Change in the Practices of Learning, Teaching, Supervising, and Researching" (Kevin K. Kumashiro); (3) "Learning in the Dark: How Assumptions of Whiteness Shape Classroom Knowledge" (Frances A. Maher and Mary Kay Thompson Tetreault); (4) "Blind Vision: Unlearning Racism in Teacher Education" (Marilyn Cochran-Smith); (5) "Moving beyond Polite Correctness: Practicing Mindfulness in the Diverse Classroom" (Barbara Vacarr); (6) "Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom" (Beverly Daniel Tatum); and (7) "Teaching and Practice" (Sandra Perl). Part 3, "Theorizing about a More Inclusive Pedagogy," contains: (8) "A Dialogue: Culture, Language, and Race" (Paulo Friere and Donaldo P. Macedo); (9) "Freire and a Feminist Pedagogy of Difference" (Kathleen Weller); and (10) "Afterword: Realizing a More Inclusive Pedagogy" (Frank Tuitt). Each chapter contains references. (SLD)